



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2353 S. otondo Drive, Yuma, AZ 85365

Yuma Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Harriet E. Williams
Schedule : 08:00 AM to 04:00 PM
Grades : 6-8
2005 Enrollment : 880
Web Address :
Phone Number : (928) 341-1600
Fax Number : (928) 341-1700
E-mail : hwilliams@yumaed.org

Mission

Castle Dome Middle School is committed to literacy for all students. Castle Dome Middle School believes that: Education is a family and community responsibility. Through collaboration, we can maximize the student's potential.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase students' Terra Nova tests scores with all students scoring at or above the 50th percentile in reading and language arts.
- ü Increase student test scores on a District Criterion Assessment with all students showing a year's growth or more.

Enrollment

October 1, 2004 School Year Student Enrollment : 906
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 2

Instructional Programs

- ü Embrace the Middle School Philosophy
- ü Students and Teachers are Teamed
- ü Focus on Reading, Writing, & Math Skills
- ü Exploratory Classes Compliment Academics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 33 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Castle Dome Middle School believes that students, parents and the school are a partnership. We believe this partnership will provide the quality of educational opportunities our students deserve.

Parents

Parents are asked to have students on time and attend regularly; support the school in its efforts to maintain proper discipline; establish a time for homework and review it regularly; encourage students efforts to achieve.

Transportation Policy

Transportation is provided for students living more than one mile from the campus. Students are responsible for proper conduct on the bus to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Academic Pentathalon and Odyssey of the mind awards	2000
ü Science Fair Projects Awards Yuma County	2005
ü Pecan Grove Garden Club Poetry Contest	2005
ü Concert Band and Orchestra Awards in Festivals	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	375	1194	78250	99	99	99	539	532	548	25	29	21	20	21	18	49	45	48	5	5	13
All Students (Prior Year)	318	1183	75001	98	99	99	442	445	468	58	57	37	33	31	36	7	9	16	3	4	10
Female	190	575	38071	99	99	99	542	534	549	24	26	20	19	24	19	51	46	49	6	5	12
Male	185	619	40126	99	99	99	536	531	547	27	32	23	21	19	17	47	44	46	5	5	14
African American	11	30	4058	100	100	99	552	513	523	0	27	32	38	14	22	63	59	41	0	0	5
Hispanic	191	807	29129	99	99	99	524	524	527	36	35	32	22	23	23	37	39	40	5	3	6
Asian/Pacific Islander	NC	13	1747	NC	100	100	NC	560	589	NC	18	9	NC	9	9	NC	64	50	NC	9	32
American Indian/Alaskan Native	NC	14	4996	NC	93	100	NC	518	518	NC	30	36	NC	30	25	NC	40	36	NC	0	4
White	163	330	38320	99	98	99	555	555	568	15	15	12	16	18	14	62	59	55	6	9	19
Students with Disabilities	41	120	9329	100	100	100	483	469	454	69	76	64	25	15	18	6	9	16	0	0	2
Students without Disabilities	334	1074	68996	98	98	99	546	540	561	20	24	16	20	22	18	55	49	52	6	5	14
Limited English Proficient Students	57	265	10133	100	99	100	508	506	488	49	49	45	25	22	25	25	27	28	1	2	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	182	748	33388	96	96	94	520	522	530	38	38	32	24	23	22	37	38	40	1	2	5
Non-Economically Disadvantaged	193	446	44937	100	100	100	555	549	561	15	15	13	17	19	15	59	57	54	9	9	18

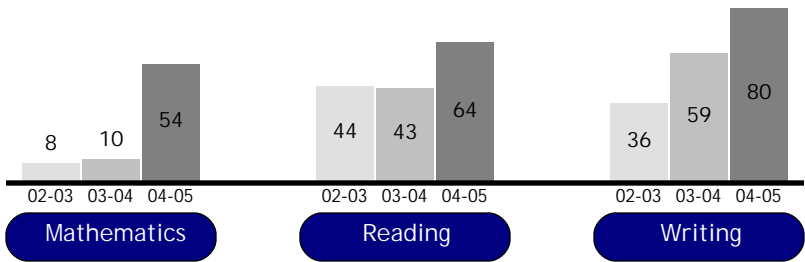
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	374	1194	78302	99	0	99	517	509	512	10	11	11	26	29	25	59	57	57	5	3	7
All Students (Prior Year)	318	1188	74918	98	99	99	489	483	497	37	42	32	20	20	19	35	31	35	8	7	15
Female	190	575	38082	99	0	99	524	513	518	10	9	8	22	25	24	62	62	61	7	4	7
Male	184	619	40166	98	0	99	509	504	507	11	12	14	31	33	26	55	52	54	3	3	6
African American	11	30	4064	100	0	100	530	490	498	0	9	14	25	23	29	75	68	54	0	0	3
Hispanic	191	808	29152	99	0	99	501	499	492	14	13	17	39	35	34	45	50	46	3	2	2
Asian/Pacific Islander	NC	13	1746	NC	0	100	NC	545	542	NC	9	5	NC	0	13	NC	82	66	NC	9	16
American Indian/Alaskan Native	NC	14	4993	NC	0	100	NC	514	484	NC	0	19	NC	40	38	NC	60	42	NC	0	1
White	162	329	38347	99	0	99	532	533	531	8	5	5	13	16	17	72	72	68	7	7	10
Students with Disabilities	41	121	9353	100	0	100	458	452	429	50	38	40	36	42	38	14	20	22	0	0	1
Students without Disabilities	333	1073	69024	98	0	99	524	515	524	5	8	7	25	27	23	64	61	62	6	4	7
Limited English Proficient Students	57	266	10140	100	0	100	483	479	451	21	21	28	49	44	43	29	35	29	1	1	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	182	749	33398	96	0	94	496	498	495	16	14	18	40	36	35	42	48	46	2	2	2
Non-Economically Disadvantaged	192	445	44979	100	0	100	535	527	525	5	5	6	15	18	18	73	72	66	7	6	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	376	1197	78094	99	99	99	553	548	545	2	2	3	18	18	18	79	79	77	1	1	2
All Students (Prior Year)	314	1175	74503	97	98	99	494	478	491	3	8	9	37	40	32	55	49	51	4	3	8
Female	191	578	38025	100	99	99	568	559	558	1	2	2	11	11	13	87	86	82	1	1	2
Male	185	619	40013	99	99	99	537	538	534	5	3	5	25	24	23	71	73	71	0	0	1
African American	11	30	4037	100	100	99	586	539	532	0	0	4	0	9	22	100	91	73	0	0	1
Hispanic	192	809	29068	99	99	99	536	539	523	3	3	5	26	21	27	71	76	67	0	0	1
Asian/Pacific Islander	NC	13	1743	NC	100	100	NC	570	577	NC	0	2	NC	9	9	NC	91	82	NC	0	8
American Indian/Alaskan Native	NC	15	4981	NC	100	100	NC	541	526	NC	0	4	NC	10	25	NC	90	70	NC	0	0
White	163	330	38265	99	98	99	569	570	564	2	1	2	10	10	11	86	87	84	1	2	3
Students with Disabilities	41	122	9275	100	100	100	476	464	444	22	13	14	44	50	46	33	37	39	0	0	1
Students without Disabilities	335	1075	68892	98	98	98	563	558	559	0	1	2	14	14	14	85	84	82	1	1	2
Limited English Proficient Students	57	266	10084	100	100	100	515	515	474	4	5	10	39	30	39	57	65	50	0	0	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	182	748	33296	96	96	94	531	537	527	5	4	5	28	22	27	66	74	67	1	0	0
Non-Economically Disadvantaged	194	449	44871	100	100	100	571	566	559	1	0	2	9	11	12	90	88	84	1	1	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	49	45	53	94	55	NA	56	99	49	47	51
	Language	96	39	40	45	95	44	42	48	99	45	42	47
	Mathematics	98	59	57	62	95	61	61	66	99	46	44	52
7	Reading	96	45	42	51	98	50	NA	54	99	50	46	50
	Language	94	45	45	54	99	60	55	58	99	54	49	52
	Mathematics	98	45	47	58	100	53	48	62	99	48	44	50
8	Reading	97	48	43	53	97	53	NA	55	99	50	47	51
	Language	97	41	37	49	96	43	39	52	99	51	47	50
	Mathematics	97	49	47	58	97	45	45	61	99	47	45	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Castle Dome Middle School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory Council to the Building Leaders
- Ü Facilities
- Ü Curriculum
- Ü Student Life
- Ü Building Policies and Procedures

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	3	2	0	0
7 to 9 years	0	5	0	0
10 or more years	4	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Studio
- Ü Computer Lab
- Ü Each Class Connected to the Internet
- Ü Library with internet lab

Extracurricular Activities

- Ü Homeroom emphasis Reading, L.A., & Math
- Ü Chorus
- Ü Interscholastic Athletic Program
- Ü Concert Band
- Ü Student Government
- Ü Orchestra
- Ü Odyssey of the Mind
- Ü Academic Pentathalon

Social Services

- Ü Volunteer Dental Services
- Ü Schoolwide reading--SRI
- Ü Migrant Services
- Ü EI support with District Wide Training
- Ü Counseling support and referral

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü YCMEA Instrumental Festival: Concert Band 'Superior'; Advanced Orchestra 'Excellent'
- ü Sent an Odyssey of the Mind team to the National and world competition.
- ü 1st place Yuma County Academic Pentathlon, Yuma County Science Fair Projects: 6th grade: one 1st, 7-8th grade: six 1st, four 2nd, three 3rd.
- ü Pecan Grove Garden Club Poetry contest: 1st

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Castle Dome Middle School utilizes all resources available to promote a safe school environment. A School Resource Officer is housed on campus. Incidents above were handled by SRO and administration. All teachers are providing supervision of students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Harriet E. Williams	(928) 341-1600
Transportation Policy	Bob Lawson	(928) 341-9073
Community Resources	Sofia Ramirez	(928) 341-1600
School Nutrition Programs	Karen Johnson	(928) 343-0800
Parent Organization	Maureen Brennan	(928) 341-1600
Student Health/Nurse	Martina Thompson	(928) 341-1600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 880 Copies = \$336.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.